

Kentucky Core Academic Standards for High School Physical Education

Aligned to National Physical Education Standards

Kentucky Department of Education

*The National Physical Education Standards are provided by the National Association for Sport and Physical Education (NASPE) and have been aligned to the corresponding Kentucky Core Academic Standards (KCAS).

♦♦The Kentucky Core Academic Standards are being provided with the codes that are aligned in the Continuous Instructional Improvement Technology System (CIITS).

✓The intent of this National Physical Education Standards alignment document is to show congruence to the KCAS. The alignment is not concrete, the aligned standard in this document may not apply or other National Physical Education Standards may apply depending on how the standard is taught.

National Physical Education Standards

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2:

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3:

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4:

The physically literate individual exhibits responsible personal and social behavior that respects self and others..

Standard 5:

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Kentucky Core Academic Standards

High School (9-12)

4.PL-H-PS: Psychomotor Skills (Physical Education)

Big Idea:

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movements skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 4.1** Students effectively use interpersonal skills.

A.PL-H-PS-U: High School Enduring Knowledge – Understandings

Students will understand that

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PL-H-PS-U-1: movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.	1/2
PL-H-PS-U-2: motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable.	1/2
PL-H-PS-U-3: basic and advance skills and tactics need to be refined, combined and varied in the development of specialized skills.	1/2

B.PL-H-PS-S: High School - Skills and Concepts

Students will

PL-H-PS-S -1: identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.	2
PL-H-PS-S -2: analyze the contribution mechanical principles have in improving movement performance.	2
PL-H-PS-S -3: explain how successful performance is impacted by physical, intellectual and emotional behaviors.	2
PL-H-PS-S -4: provide examples of how basic technical skills can help overcome certain physical limitations (e.g., height, muscle development).	2
PL-H-PS-S -5: recognize physical activity as an opportunity for positive social and group interaction.	5
PL-H-PS-S -6: explain the role the body (e.g., muscles, bones) has in the performance of skills and tactics used in sports and other physical activities.	2

PL-H-PS-S -7: evaluate how an analysis of specialized movement patterns (e.g., golf club swing, shooting a basketball) and sequence evaluation (e.g., positioning, performing, follow through) can be used to detect and correct errors in performances.	2
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5.PL-H-LPW: Lifetime Physical Wellness (Physical Education)

Big Idea:

Lifetime Wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movements skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7** Students demonstrate the ability to learn on one's own.
- 4.2** Students use productive team membership skills.

A.PL-H-LPW-U: High School Enduring Knowledge – Understandings

Students will understand that

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PL-H-LPW-U-1: leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging..	5
PL-H-LPW-U-2: regular participation in health-enhancing and personally rewarding physical activities has physical, emotional/mental and social benefits.	5
PL-H-LPW-U-3: techniques, strategies and practice are important for improving performance of sport skills.	2
PL-H-LPW-U-4: adhering to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction impacts the effective participation in sports and physical activities.	5
PL-H-LPW-U-5: basic components of fitness impacts lifetime physical wellness.	4
PL-H-LPW-U-6: principles and techniques are used to improve/maintain physical fitness levels throughout life.	4
PL-H-LPW-U-7: an individual needs a personal plan for achieving and maintaining fitness goals.	3/4

B.PL-H-LPW-S: High School Skills and Concepts

Students will

PL-H-LPW-S-1: design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities.	3/4
PL-H-LPW-S-2: evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.	5

PL-H-LPW-S-3: analyze (e.g., through self-assessment) the relationship between and among effort, persistence, practice and improvement as they relate to skill development	2
PL-H-LPW-S-4: evaluate the impact of techniques used to improve motor skills (e.g., self-evaluation, individualized coaching, feedback).	2
PL-H-LPW-S-5: participate regularly in physical activity	3
PL-H-LPW-S-6: when participating in a variety of physical activities, sports and games: PL-H-LPW-S-6.a: identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) PL-H-LPW-S-6.b: analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution PL-H-LPW-S-6.c: develop and compare effectiveness of game strategies for offensive and defensive play	5
PL-H-LPW-S-7: design, implement, assess and refine a personal fitness plan based on the FITT Principle (Frequency, Intensity, Type, Time)	3/4
PL-H-LPW-S-8: compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)	4/5
PL-H-LPW-S-9: explain how the systems of the body (e.g., muscular, skeletal, nervous, respiratory, circulatory) respond to exercise	4
PL-H-LPW-S-10: analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition and physical activity	4/5